

# NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Advanced Placement Art & Design

August/2023

BOE Approved September 2023

## **New Milford Board of Education**

Pete Helmus, Chairperson

Wendy Faulenbach, Vice Chairperson

Tammy McInerney, Assistant Secretary

Eric Hansell

Sarah Herring

Brian McCauley

Tom O'Brien

Olga I. Rella

Leslie Sarich

## **Superintendent of Schools**

Dr. Janet Parlato

## **Assistant Superintendent**

Ms. Holly Hollander

## **Authors of Course Guide**

Mrs. Kristi Soucie

BOE Approved September 2023

## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

# **Advanced Placement Art and Design**

## **Grades 11 and 12**

The goal of this curriculum is to integrate artistic literacy as the foundation for creating, presenting, responding, and connecting, as defined in the National and Connecticut Core Arts Standards: “Fluency in the language of the arts is the ability to create, perform, present, respond and connect through symbolic and metaphoric forms that are unique to the arts. An artistically literate person has the ability to transfer arts knowledge, skills, experiences and capacities to other subjects, settings and contexts to promote and enhance lifelong learning.”

Instruction is led through a sequentially/vertically aligned standards based, concept driven, student centered learning activities, that include social emotional learning competencies so that students can discover their creativity and become proficient in applying the knowledge and skills in order to innovate and create aesthetic visual compositions. Students will apply academic language and vocabulary within the context of critical thinking, communication, collaboration, and creativity required of 21st century citizens. Students will be assessed to demonstrate evidence of their learning and success.

The AP Art and Design program consists of three different courses and AP Portfolio Exams—AP 2-D Art and Design, AP 3-D Art and Design, and AP Drawing—corresponding to college and university foundations courses. Students may choose to submit any or all of the AP Portfolio Exams. Students create a portfolio of work for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. Students may choose to submit any or all of the AP Portfolio Exams. College Course Equivalent The AP 2-D Art and Design, AP 3-D Art and Design, and AP Drawing courses are designed to be the equivalent of a one-semester, introductory college course in 2-D art and design, 3-D art and design, and drawing, respectively.

This course is designed for the advanced student that has taken at least 2 courses in one artistic discipline. For example, Design Foundations 1 and Design Foundations 2 (Drawing), Ceramics 1 and Ceramics 2 (3D), Advertising Art & Design and Graphic Design (2D). Evaluation of a student portfolio of artwork by the art department is recommended to determine the most appropriate level art course for individual students.

This is a full year course in which students will attend an 80 minute class period every other day based on the high school's A/B rotating schedule.

# NATIONAL CORE ARTS STANDARDS



Creating

Conceiving and developing new artistic ideas and work.



Performing  
Presenting  
Producing

Presenting (visual arts): Interpreting and sharing artistic work.



Responding

Understanding and evaluating how the arts convey meaning.



Connecting

Relating artistic ideas and work with personal meaning and external context.

The **Vision of the Graduate** articulates the school district, community and the Art Department aspirations for each student by developing and communicating the skills, dispositions, and specific attitudes which identify desired outcomes for students who graduate from New Milford Public Schools.

COMMUNICATION	CRITICAL THINKING	CREATIVITY	PROBLEM SOLVING	POSITIVE RELATIONSHIPS/SOCIAL AWARENESS	SELF MANAGEMENT	GROWTH MINDSET
Clearly articulate and express themselves orally, through various modes of written expression and other forms of communication.	The intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information.	The ability to think innovatively, generate original ideas, alternatives, possibilities and apply them in solving problems, creating solutions and communicating with others.	Defining a problem; determining the cause of the problem; identifying, prioritizing, and selecting alternatives for a solution; and implementing a solution.	The ability to demonstrate an understanding, acceptance, and respect of others' differences	The ability to set and pursue personal and professional goals through self-advocacy, time-management, preparation, and organization.	The ability to improve one's skills and/or situation through self-reflection, perseverance, and hard work

## Pacing Guide

Unit Title	Days	Pages
1. Inquiry and Investigation	Ongoing	8-14
2. Making through Practice, Experimentation, and Revision	Ongoing	15- 20
3. Communication and Reflection	Ongoing	21-27

The Advanced Placement Art and Design curriculum focuses on big ideas that encompass core principles and processes of art and design. Teachers are encouraged to adapt the framework to their own and their students' diverse needs and interests; there are many different ways to organize and present a successful AP Art and Design course.

ESTABLISHED GOALS		
<p><b><u>NCAS Anchor Standard 1:</u></b> Generate and conceptualize artistic ideas and work.</p> <p><b><u>SELArts Competency:</u></b> 03 Self Awareness and Connecting: Recognize one's personal traits, strengths and limitations.</p> <p><b><u>AP Framework Course Skill 1:</u></b> Investigate materials, processes, and ideas.</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <p><b>HS Advanced VA:Cr1.2.IIIa-</b> Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.</p> <p><b>03 Self Awareness and Connecting-</b> Recognize and analyze how one's personal traits and qualities contribute to the work and outcomes of a group.</p> <p><b>1.B-</b> Describe how inquiry guides investigation through art and design.</p> <p><b>1.C-</b> Describe how materials, processes, and ideas in art and design relate to context.</p> <p><b>1.D-</b> Interpret works of art and design based on materials, processes, and ideas used.</p>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p>Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.</p> <p>Through individual connections in the arts personal strengths, traits and challenges are recognized.</p> <p>Perspectives about societal, cultural and historical concepts in the arts reveal one's own traits, strengths and limitations.</p>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <p>How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?</p> <p>How does the recognition of one's personal traits, strengths and challenges influence the creative process?</p> <p>What informs why, how and what artists and</p>



	<p>Artists and designers investigate how materials, processes, and ideas within a work relate to each other, how they relate to interpretations of the work, to art and design traditions, and to other disciplines.</p> <p>Artists and designers select materials, processes, and ideas to investigate as potential components for making.</p>	designers make?
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● various artists and designers</li> <li>● various artistic materials, processes, and traditions</li> <li>● interpretations and components of art</li> <li>● personal art making goals, traits, strengths, values, and challenges</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● thinking innovatively</li> <li>● formulating, organizing, developing and and shaping questions, investigations, and creative ideas</li> <li>● recognizing personal strengths, traits and challenges</li> <li>● investigation and relating to interpretations, traditions, and other disciplines</li> <li>● selecting materials, processes, and ideas to investigate</li> </ul>

## STAGE 2

Code	Evaluative Criteria	Assessment Evidence
Acquisition	<ul style="list-style-type: none"> <li>Evaluates and describes own and others work-effectively using accurate art vocabulary.</li> </ul>	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <ul style="list-style-type: none"> <li>Investigating and experimenting with materials, processes and ideas including those traditionally and not traditionally used to make art and</li> <li>Imagining abstract and fictional concepts</li> <li>Discovering and verifying information about various traditional and contemporary artists and cultures via magazines, books, online sources and social media</li> <li>Carefully and methodically observing artwork</li> <li>Interacting with people and surroundings</li> <li>Associating what they perceive in a work with their own experiences, affecting their interpretation of artwork</li> <li>Considering inherent and interpreted attributes</li> <li>Confirming and challenging thinking, revealing connections and opportunities</li> <li>Sharing constructive feedback formally and informally</li> <li>Talking with viewer and/or artist to learn how they interpret a specific material used in an artwork</li> <li>Observing and reflecting on individual and combined effects of components within an work</li> <li>Considering how visual evidence of skills used in a work could be strengthened</li> <li>Formulating questions or areas of inquiry that guide a sustained investigation through art and design.</li> </ul> <p>SUGGESTED ACTIVITIES:</p> <p>Exploring original ideas by creating Mind Maps, Tree of Influence, sketchbook evaluations, peer critiques, self evaluations, artist</p>
Acquisition	<ul style="list-style-type: none"> <li>Identifies materials, processes and ideas</li> </ul>	
Acquisition	<ul style="list-style-type: none"> <li>Demonstrates knowledge of various artistic techniques</li> </ul>	
Meaning	<ul style="list-style-type: none"> <li>Uses specific evidence to compare work with a specific criteria</li> </ul>	
Meaning	<ul style="list-style-type: none"> <li>Identifies and evaluates the use of specific 2D, 3D and drawing skills</li> </ul>	
Meaning	<ul style="list-style-type: none"> <li>Notes similarities and differences between artworks presented</li> </ul>	
Meaning	<ul style="list-style-type: none"> <li>Highlights distinctive aspects of each work</li> </ul>	
Meaning	<ul style="list-style-type: none"> <li>Recognizes and demonstrates the skills needed to relate to, and reflect on, and respectfully disagree with other's perspectives</li> </ul>	
Meaning	<ul style="list-style-type: none"> <li>Records questions, lines of inquiry and investigative processes, and outcomes</li> </ul>	
Acquisition	<ul style="list-style-type: none"> <li>Clearly identifies questions or areas of inquiry that guide and further a sustained investigation</li> </ul>	
Acquisition	<ul style="list-style-type: none"> <li>Provides documentation including drawings, photos, diagrams, videos, samples, models, verbal description and sound</li> </ul>	
Acquisition	<ul style="list-style-type: none"> <li>Acknowledges references and influences</li> </ul>	
Transfer	<ul style="list-style-type: none"> <li>Demonstrates responsible behavior in a communal Art Studio</li> </ul>	

Transfer	<ul style="list-style-type: none"> <li>• Demonstrates the capacity to maintain concentration on a task</li> </ul>	<p>interviews, and more.</p> <p>Completing self directed and teacher directed projects which incorporate exploration of materials, processes and ideas. For example: self portrait drawing with a fork, layered printmaking abstraction, digital architectural collage, and ceramic vessels.</p> <p>Viewing, investigating and discussing artwork by traditional artists such as Impressionists, Baroque artists, artists of the Harlem Renaissance, Renaissance artists, the Hudson River School, early 20th century artists, Realists, and more.</p> <p>Viewing, investigating and discussing work by diverse contemporary and/or local artists such as Joy Brown, Elizabeth MacDonald, Anda Styler, Alexander Calder, Christo, Maya Lin, Xu Bing, Cindy Sherman, Faith Ringgold, Jaune Quick-to-see-Smith, Shirin Neshat, Pepón Osorio, Frank Gehry, Ai Wei Wei, J.C. Leyendecker, Carol Moore, Souby Boski, Joel Spector, Vesper Stamper, contemporary animation artists and more.</p> <p>Attending virtual or in person visits to museums and galleries such as Hill-stead Museum, Aldrich, Wadsworth Atheneum, Norman Rockwell Museum, Gallery 25, Google Arts and Culture, Institute for American Indian Studies, Yale University Art Gallery, The Clark, Metropolitan Museum of Art, Museum of Modern Art, and more.</p>
----------	---	--

		<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <p><u>Visual evidence</u> can include but is not limited to process photos, videos, preliminary sketches, and completed artwork.  <u>Written evidence</u> can include but is not limited to journals, research notes, written critiques, self evaluations, inventories and artist statements.</p> <p><u>Materials</u> are physical substances that artists and designers use to make works of art and design. <u>Processes</u> are physical and conceptual activities involved with making works of art and design. <u>Ideas</u> are concepts used to make works of art and design.</p>
--	--	--

STAGE 3

Code	<b>Pre-Assessment</b>	
	<ul style="list-style-type: none"> <li>Teacher evaluation of individual student's skill level based on previous art courses taken</li> <li>Teacher evaluation of summer art work</li> <li>Student list of known artists</li> </ul>	
	<p>Summary of Key Learning Events and Instruction</p> <p><i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Transfer Student is introduced to the Studio Habits of Mind; Develop craft, engage and persist, envision, express, observe, reflect, stretch and explore, understand the art world. <b>WO</b></p> <p>Acquisition Teacher presentations and class discussion of the requirements for the AP Digital Portfolio for 2D, 3D and Drawing. <b>WE</b></p> <p>Meaning Teacher presentations and class research and discussion of student portfolio examples and scoring guide. <b>HW</b></p> <p>Meaning Student explores and documents selection and investigation of materials, processes, and ideas. <b>E</b></p> <p>Acquisition Student researches artists of interest to them and documents how works of art and design relate to art and design traditions. <b>HET</b></p> <p>Transfer Through activities such as creating a Mind Map, students will formulate questions or areas of inquiry. <b>T</b></p> <p>Acquisition Student evaluates the commonalities in the use of Elements and Principles of Design in personal artwork created previously. <b>T</b></p> <p>Meaning Student creates preliminary sketches to envision new artwork. <b>OW</b></p> <p>Acquisition Student organizes and creates a plan for beginning an artwork and artistic investigation. <b>O</b></p> <p>Acquisition Teacher demonstrates various art techniques. <b>E</b></p> <p>Acquisition Student applies, practices and develops art skills. <b>R</b></p> <p>Acquisition Innovatively solve visual challenges provided by the teacher.</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>Feedback from the teacher by formative assessment</li> <li>Return and review homework</li> <li>Direct observation</li> <li>Specific feedback</li> <li>One-on-one instruction</li> <li>Comparison peer critique</li> <li>Students will collaboratively reflect on learning through their project based rubric and end goal.</li> <li>Presentations</li> <li>Review of journals/sketchbooks</li> </ul>

Transfer	<b>TE</b>	
Transfer	Student actively participates in class critiques. <b>RE</b>	
Meaning	Student documents investigation of viewer's interpretations of art and design. <b>E</b>	
Transfer	Teacher will coach students to enhance their artwork through individual skill, personal choice and student collaboration. <b>R</b>	
	Students maintain and safely use materials, tools and equipment appropriate to their interests and abilities. <b>O</b>	
	<u>Essential Resources:</u>	
	Artroom with equipment and tools including but not limited to Smartboard, computer with internet connection, sinks, easels, large desks or tables, storage, spot lights, scissors, and mat cutter	
	Various drawing supplies including but not limited to various pencils, erasers, markers, colored pencils, charcoal and pastels.	
	Various painting supplies including but not limited to watercolor, acrylic, gouache and oil and appropriate brushes.	
	Various substrates including white paper, charcoal paper, canvas boards, canvas with stretchers, printing paper, tissue paper, magazines, newsprint paper, watercolor paper, colored paper, mat board.	
	Various sculpting supplies including but not limited to clay, glazes, kilns, clay tools (mats, modeling tools, sponges, rolling pins, scoring tools, rib tools, and texture stamps/rollers), wire, pliers, jigs, balsa wood, saws, adhesives, hammers, carving tools, plaster, plaster wrap, and rasps.	

ESTABLISHED GOALS		
<i>Transfer</i>		
<p><b><u>NCAS Anchor Standard 2:</u></b> Organize and develop artistic ideas and work.</p> <p><b><u>NCAS Anchor Standard 3:</u></b> Refine and complete artistic work.</p> <p><b><u>SELArts Competency:</u></b> 07 Self-management and Creating: Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.</p> <p><b><u>AP Framework Course Skill 2:</u></b> Make works of art and design by practicing, experimenting, and revising.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p><b>HS Advanced VA:Cr2.1.IIIa-</b> Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</p> <p><b>HS Advanced VA:Cr3.1.IIIa</b> -Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.</p> <p><b>07 Self Management and Creating-</b> Use creativity, problem solving and innovation to generate multiple possible solutions when experiencing obstacles.</p> <p><b>2.C-</b>Make works of art and design that demonstrate synthesis of materials, processes, and ideas.</p> <p><b>2.D-</b> Make works of art and design that demonstrate 2-D, 3-D, or drawing skills.</p>	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</p> <p>Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p> <p>Artists' and designers' work is often driven by inquiry. Artists and designers generate</p>	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <p>How do artists and designers make works of art and design?</p> <p>How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</p> <p>What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms?</p>

	<p>questions related to their experiences. They select materials, processes, and ideas to investigate, guided by their questions.</p> <p>The creative process is iterative and requires perseverance and strategies to overcome obstacles in order to successfully execute the artist's vision.</p>	<p>How does collaboratively reflecting on a work help us experience it more completely?</p> <p>How does overcoming obstacles during the creative process impact the refinement and completion of an artistic work?</p>
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• multiple works of art and design</li> <li>• various artistic methods</li> <li>• traditional criteria</li> <li>• contemporary criteria</li> <li>• personal artistic goals</li> <li>• barriers to creating successful art</li> <li>• personally meaningful theme, idea, or concept</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• experimenting with forms, structures, materials, concepts, media, and art-making approaches</li> <li>• developing excellence through practice and constructive critique</li> <li>• reflecting on, revising, and refining work over time</li> <li>• developing a sustained investigation through art and design</li> <li>• persevering and overcoming obstacles in order to successfully execute personal artistic vision</li> </ul>



Code	Evaluative Criteria	Assessment Evidence
Meaning	<ul style="list-style-type: none"> <li>Demonstrates visual relationships among materials, processes, and ideas that are <i>clearly evident</i> and demonstrate synthesis.</li> </ul>	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <ul style="list-style-type: none"> <li>Accepting the role of a developing artist.</li> <li>Incorporating the Studio Habits of Mind: Develop Craft, Engage &amp; Persist, Envision, Express, Observe, Reflect, Stretch &amp; Explore, Understand Art World.</li> <li>Applying knowledge of materials and processes from previous experimentation.</li> <li>Consider traditions, ideas and techniques used by various cultures, historical and contemporary artists.</li> <li>Developing areas of inquiry that guide a sustained investigation through art and design.</li> <li>Assessing lessons learned from experiences and mistakes to solve visual problems.</li> <li>Incorporating and describing concepts of the Elements and Principles of Art and Design.</li> <li>Demonstrating advanced 2D, 3D or Drawing skills.</li> <li>Relating and expressing personal experience.</li> <li>Synthesizing ideas, materials and processes to clearly express personal ideas.</li> <li>Design, produce sketches for and create a series of original, finished artworks that explore a personally meaningful theme, idea, or concept.</li> <li>Collaborating with peers reflect and revise artwork while evaluating the effectiveness of artistic choices and being open to new ideas.</li> <li>Documenting project progress through the initial concept, execution, and final stages.</li> </ul> <p>SUGGESTED ACTIVITIES:  Exploring themes such as Still Life, Landscape, Figure in Art, Thinking Inside the Box, Thinking Outside the Box, Narrative in Art, Personal Journey, Voyeurism, Decay, Portraiture.</p>
Transfer	<ul style="list-style-type: none"> <li>Clearly identifies and demonstrates <i>development</i> of a sustained investigation through clear written and visual evidence of practice, experimentation, and revision.</li> </ul>	
Acquisition	<ul style="list-style-type: none"> <li>Demonstrates advanced 2-D, 3-D, OR drawing skills.</li> </ul>	
Meaning	<ul style="list-style-type: none"> <li>Demonstrates knowledge of various technique(s) as well as proper and safe use of materials and tools.</li> </ul>	
Acquisition	<ul style="list-style-type: none"> <li>Uses descriptive and accurate art vocabulary.</li> </ul>	
Transfer	<ul style="list-style-type: none"> <li>Demonstrates responsible behavior in a communal Art Studio.</li> </ul>	
Transfer	<ul style="list-style-type: none"> <li>Demonstrates the capacity to maintain concentration on a task.</li> </ul>	
Meaning	<ul style="list-style-type: none"> <li>Relates personal artwork to various traditional and contemporary artists and cultures.</li> <li>Recognizes and understands opposing viewpoints and demonstrates the skills needed to relate to, and reflect on, and respectfully disagree with other's perspectives.</li> <li>Evaluates and describes own and peers' work accurately, and effectively.</li> </ul>	

		<p>Exploring processes such as book making, mark making, collage, drawing, painting, printmaking, photography, video, sculpture, pottery, assemblage, installation, and traditional crafts.</p> <p>Exploring art concepts such as emphasis, contrast, texture, color, positive and negative space, balance, perspective, anatomy, form, structure, mood, sound, time, appropriation, movement, originality, unity, variety, composition, craftsmanship, sequence, value, shading, abstraction.</p>
		<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <p><u>Visual evidence</u> can include but is not limited to process photos, videos, preliminary sketches, and completed artwork.  <u>Written evidence</u> can include but is not limited to journals, research notes, written critiques, self evaluations, inventories and artist statements.</p> <p><u>2-D skills:</u> use of two-dimensional elements and principles—point, line, shape, plane, layer, form, space, texture, color, value, opacity, transparency, time; unity, variety, rhythm, movement, proportion, scale, balance, emphasis, contrast, repetition, figure/ground relationship, connection, juxtaposition, hierarchy  <u>3-D skills:</u> use of three-dimensional elements and principles—point, line, shape, plane, layer, form, space, mass, volume, texture, color, value, opacity, transparency, time; unity, variety, rhythm, movement, proportion, scale, balance, emphasis, contrast, repetition, figure/ground relationship, connection, juxtaposition, hierarchy  <u>Drawing skills:</u> use of mark-making, line, surface, space, light and shade, composition</p>

STAGE 3

Code	<p><b>Pre-Assessment</b></p> <ul style="list-style-type: none"> <li>Teacher evaluation of individual student's skill level based on previous art courses taken</li> <li>Teacher evaluation of summer art work</li> <li>Teacher, student and peer evaluation of documentation of research, experimentation, and areas of inquiry</li> </ul>	
<p>Acquisition</p> <p>Acquisition</p> <p>Meaning, Transfer Meaning</p> <p>Transfer Transfer</p> <p>Meaning</p> <p>Acquisition</p> <p>Transfer</p> <p>Transfer</p>	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p><i>Teacher demonstrates various artistic techniques. <b>H</b></i> <i>Students experiment with materials, processes and ideas. <b>E</b></i> <i>Students design and produce artwork based on a sustained investigation. <b>R</b></i> <i>Students document the process of art making and finished artwork via visual and written evidence. <b>EO</b></i> <i>Teacher and students participate in group critiques. <b>WE</b></i> <i>Teacher and students analyze the use and effectiveness of elements of design and artistic processes in their own and each other's work. <b>W</b></i> <i>Teacher suggests relevant historical and contemporary artists and techniques for the student to research and experiment with. <b>HT</b></i> <i>Students explore artwork virtually or in person at galleries and museums. <b>H</b></i> <i>Teacher provides feedback via verbal instruction and written evaluation based on the AP College Board rubrics. <b>E</b></i> <i>Students maintain and safely use tools, materials and equipment. <b>O</b></i></p> <p>ESSENTIAL RESOURCES:</p> <ul style="list-style-type: none"> <li>Digital camera and a computer equipped with image editing software and an internet connection (required for submitting digital portfolios through the AP Digital Portfolio)</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>Students will get feedback from the teacher via formative assessment.</li> <li>Return and review homework.</li> <li>Evaluate student's written and visual documentation.</li> <li>Direct observation.</li> <li>One-on-one instruction.</li> <li>Peer critique.</li> </ul>

	<ul style="list-style-type: none"> <li>• Digital projector and screen for viewing and discussing works of art and design with students</li> <li>• Art and design materials and resources necessary to meet the requirements for the portfolio each student chooses to submit</li> <li>• Instructional materials that support the formulation of a creative problem and its comprehensive investigation, including, but not limited to, art and design books, periodicals, reproductions, digital images, and online and resources</li> </ul> <p>Students need time and resources to engage with art and design in the classroom, school, and in the local community as well as in museums and galleries (in person and virtually). Such experiences are invaluable for supporting student inquiry and developing understanding of context, interpretation, and how their work relates to art and design traditions. Possibilities for thinking and making are expanded by frequent interactions with diverse works of art and design.</p>	
--	---	--

ESTABLISHED GOALS		
<i>Transfer</i>		
<p><b><u>NCAS Anchor Standard 5:</u></b> Develop and refine artistic techniques and work for presentation.</p> <p><b><u>NCAS Anchor Standard 8:</u></b> Interpret intent and meaning in artistic work.</p> <p><b><u>SELArts Competency:</u></b> 17 Responsible decision-making and Presenting: Develop, implement and model effective problem solving and critical thinking skills</p> <p><b><u>AP Framework Course Skill 3:</u></b> Communicate ideas about art and design.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p><b>8th Grade VA:Pr5.1.8a-</b> Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer.</p> <p><b>HS Proficient VA:Re8.1.1a-</b> Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.</p> <p><b>17 Responsible Decision-making and Presenting-</b> Regularly demonstrate use of systematic decision-making, by identifying a decision, gathering information, and assessing alternative resolutions.</p> <p><b>3.B-</b> Describe how a sustained investigation through art and design shows evidence of practice, experimentation, and revision guided by questions or inquiry.</p> <p><b>3.D-</b>Describe how works of art and design demonstrate synthesis of materials, processes, and ideas.</p> <p><b>3.E-</b> Describe how works of art and design demonstrate 2-D, 3-D, or drawing skills.</p> <p><b>3.F-</b> Present works of art and design for viewer interpretation.</p>	
	<i>Meaning</i>	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p>Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.</p> <p>People gain insights into meanings of</p>	<p>What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?</p>

	<p>artworks by engaging in the process of art criticism.</p> <p>Artists develop practices for decision making that enable them to realize their creative work in constructive ways.</p> <p>By presenting their work and documenting viewer responses, artists and designers learn how viewers interpret materials, processes, and ideas used to make the work. Understanding viewer interpretations can inform thinking and making.</p>	<p>What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?</p> <p>How do artists use problem solving and critical thinking skills to impact the quality of their presentation?</p> <p>How do choices made in the process of preparing and presenting artistic works affect the intended impact on the audience?</p> <p>Why and how do artists and designers present their work to viewers?</p>
<b>Acquisition</b>		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• a variety of factors and methods for displaying artwork</li> <li>• insights into meanings of artworks</li> <li>• practices for decision making</li> <li>• constructive criticism</li> <li>• documentation techniques</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• analyzing and selecting personal artwork</li> <li>• identifying, considering and assessing alternative resolutions</li> <li>• preparing and refining artwork</li> <li>• engaging in the process of art criticism</li> <li>• demonstrating use of systematic decision making</li> <li>• realizing their creative work in constructive ways.</li> <li>• presenting their work and documenting viewer responses</li> <li>• interpreting materials, processes, and ideas</li> <li>• understanding viewer interpretations</li> </ul>

Code	Evaluative Criteria	Assessment Evidence
	The <b>AP Art and Design Portfolio</b> will be evaluated collectively and holistically. The most successful portfolio submission:	PERFORMANCE TASK(S): Students will show evidence of understanding by...
Transfer	Demonstrates visual relationships among materials, processes, and ideas that are <i>clearly evident</i> and demonstrate synthesis.	Carefully and methodically observe works of art or design.  Exchange constructive feedback about clarity and effectiveness of writing about materials, ideas, and processes.
Meaning	Clearly identifies questions or areas of inquiry that guide and further a sustained investigation.	Point out, list, discuss and cite visual evidence from the work to support descriptions of skills that are shown in a work of art or design.
Transfer	Demonstrates <i>development</i> of a sustained investigation through clear written and visual evidence of practice, experimentation, and revision.	Analyze, describe and articulate information about their work.  Consider connections between the words within the description and visual evidence within the work of art or design.
Transfer	Demonstrates advanced 2-D, 3-D, OR drawing skills.	Try different approaches to writing and evaluate their effectiveness and alignment with the work in the portfolio.
Transfer	Present accurate representations of work and work processes using digital images that have clear lighting, focus and overall clarity.	Consider, evaluate, and decide which of their artworks will be submitted for the Sustained Investigation and Selected Works sections of the AP Digital Portfolio Submission.
Acquisition	When identifying and describing relationships among materials, processes, and ideas of a work of art or design in writing, it is important to: <ul style="list-style-type: none"> <li>● Identify components individually</li> <li>● Consider which components are used, as well as why and how they are used</li> <li>● Use clear, concise words to provide essential information about materials,</li> </ul>	Choose one of the three portfolios. AP 2-D Art and Design Portfolio AP 3-D Art and Design Portfolio AP Drawing Portfolio  Students submit digital images to the College Board for possible college credit. Scores are based on AP Art and Design scoring rubrics (available on AP Central). This portfolio also serves as the end of the year summative.





Meaning	Demonstrates responsible behavior in a communal Art Studio.	Weigh the decision to present their artwork(s) in the student art show viewed by the public, student body, and faculty and staff.
Transfer	Demonstrates the capacity to maintain concentration on a task.	Select original work for public display.
Meaning Acquisition	Recognizes and understands opposing viewpoints and demonstrates the skills needed to relate to, and reflect on, and respectfully disagree with other's perspectives.	<b>Suggested Activities:</b> Introduction to, but not limited to discussion of preparing work for display, Set up display panels and tables, creating individual labels and naming work for display, assist visitors and the art making process, assist in striking the exhibit and storing display materials and equipment, writing about the exhibit, creating invitations, response to community
Acquisition	Evaluates and describes own and peers' work accurately, and effectively.	Rough drafts of written evidence for the AP Submission, class oral and written critiques, showcase displays to gain community feedback, lesson on taking and editing quality digital photos, lessons on technology use to upload and send digital photos, instructional lessons based on AP Classroom videos, plagiarism vs. appropriation lesson, compare AP requirements and uploading to college submissions
Acquisiton	Supports and curates the gallery process during exhibitions.	
Acquisition	Supports one another to create an attractive display.	
		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Artwork can be produced in art classes or on the student's own time and may cover a period of time longer than a single school year.</p> <p>Google Drive folders, inventory sheets, sketchbooks, interaction with art and artists outside of school community</p> <p>AP Digital Submission account</p>

STAGE 3

	<p><b>Pre-Assessment</b></p> <p>Teacher and student evaluate the number and quality of student art pieces created.</p> <p>Teacher and student evaluate digital photographs taken previously.</p> <p>Teacher and student evaluate previous written documentation.</p>	
	<p>Summary of Key Learning Events and Instruction</p> <p><i>Student success at transfer meaning and acquisition depends on...</i></p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>• Students will get feedback from the teacher via formative assessment.</li> <li>• Return and review homework.</li> <li>• Evaluate student's written and visual documentation.</li> <li>• Direct observation.</li> <li>• One-on-one instruction.</li> <li>• Comparison peer critique</li> <li>• Presentations</li> <li>• Review of journals/sketchbooks</li> <li>• Evaluate digital submission sites.</li> </ul>
Meaning	Teacher and students review AP requirements/expectations* and student examples of comprehensive portfolios. <b>WE</b>	
Meaning	Students investigate, explore, and analyze a body of work by artist(s) of interest and inspiration to themselves. <b>EHT</b>	
Meaning	Students view a body of work by a professional artist either virtually or in person. <b>EHT</b>	
Acquisition	Students work collaboratively to view and rehearse ideas by critiquing peer portfolios. <b>R</b>	
Acquisition	Students create and gather visual documentation in the form of photographs, videos, sketches, digital presentations and exploratory artwork. <b>TO</b>	
Acquisition	Students create and gather written evidence in the form of notes, journals, rough drafts, self evaluations, and digital presentations. <b>TO</b>	
Meaning	Students work collaboratively to reflect on the questions or inquiry that were initially formulated. <b>WR</b>	
Meaning	Students rethink, select, and refine artwork to better conform to inquiry and AP requirements.* <b>R</b>	

Acquisition	Students convert and upload digital photographs to AP Digital Submission portal. <b>WEO</b>	
Meaning	Students use google or word documents to keep track of word count and submit rough drafts of written evidence to teacher and peers for review. <b>EREO</b>	
Meaning	Students work collaboratively to evaluate connections between visual evidence seen in the work and the words used in writing. <b>E</b>	
Transfer	Students revise written evidence using clear and accurate art vocabulary. <b>R</b>	
Transfer	<p>Students enter written criteria into AP Digital Submission portal in the correct format.* <b>W</b></p> <p><i>*Note- Though all AP students will be submitting a portfolio to the College Board as their exam, some students may also opt to submit a portfolio to specific colleges or scholarships. These requirements will also be considered during these lessons.</i></p> <p><i>These lessons also apply to the selection and documenting of artwork for display in school or community exhibitions.</i></p> <p><u>Essential Resources:</u></p> <ul style="list-style-type: none"> <li>• Digital camera and a computer equipped with image editing software and an internet connection (required for submitting digital portfolios through the AP Digital Portfolio)</li> <li>• Digital projector and screen for viewing and discussing works of art and design with students</li> <li>• Area outside of the classroom to display artwork</li> <li>• Matting and framing materials for display of artwork</li> </ul>	